Program Review Report
Yuba Community College District
WCC - Academic Reading Center (ARC) Program Recommendations

Program Mission Statement: The WCC Academic Reading Center (The ARC) supports student success across all disciplines by providing reading and study skills assistance, promoting critical literacy, and helping students to develop independent strategies to approach academic reading assignments with success. Our goal is to foster self-empowerment through reading.

Program Description : The WCC Academic Reading Center (the ARC) has had another highly successful year. Since its inception in 2010 it has served steadily increasing numbers of students; students and faculty indicate a high degree of satisfaction with its services; and consistent ARC users achieve a significantly higher rate of success and retention in their college classes. The ARC supports both the WCC Mission to produce "life-long learners" engaged in "civic responsibility" and the District's Strategic Goal #1: To improve student success and completion rates. The ARC continues to exceed all four measurable outcomes identified in its BSI grant proposal, supporting campus student success in the following ways:

1. Reading Assistance Tutoring
19.6 hours/week of individual drop-in reading assistance provided in the Academic Reading Center to students at all reading levels and from most campus disciplines -- e.g. Accounting, Sociology, Philosophy, English, ESL, Ethnic Studies, Human Services, and many others. The ARC provides individual and group tutoring tables, an ESL reading library, and a library of learning/reading skills handouts for students.

2. Student Success Workshops
The ARC presents workshops each semester on the following topics: Test Preparation, Better Reading Strategies, Taking Good Lecture Notes, Vocabulary Acquisition, Reading Strategies for eTexts, Reading Strategies for the English Final Exam, Science Textbook Strategies, Social Science Textbook Strategies, and Math Textbook Reading Strategies. In Fall 2013 and Spring 2014, the Reading IA presented 32 across-the-curriculum workshops (16 per semester).

3. Curriculum
In conjunction with The ARC, the WCC Reading Program offers two lecture classes -- Reading 100A and Reading 100B -- which ran for the first time in Fall 2013 and Spring 2014. These reading/study skill classes are taught by a reading instructor, and as part of the class students work one-on-one in the ARC with the ARC Instructional Associate. Student retention and success data are collected.

4. Online Presence
The ARC continues to develop online resources to support WCC students, especially evening and online students who are less likely to benefit from the ARC's daytime offerings. Through its webpage, Facebook page, and blog, the ARC offers Powerpoints from workshops, reading and success tips, and many online resources to help students succeed.

5. Data Collection & Self-Assessment
The IA tracks student attendance, intake, and satisfaction survey data for drop-in tutoring as well as for workshops. Campus-wide student & faculty/staff surveys have been collected twice, most recently in Spring 2014. SLO data is collected on an ongoing basis.

6. Campus Outreach
Spring 2014 survey data indicate that 89% of surveyed students and 94% of surveyed faculty are aware of ARC drop-in tutoring services due to our effective campus outreach. Faculty classroom announcements and flyers were cited most frequently by students.
Fall 2013 and Spring 2014 Publicity / Outreach methods:
- August 2013 flex activity introduced faculty to ARC services and ways in which the ARC can help students.
- ARC presentations in classrooms (multiple disciplines), at campus program orientations (EOPS, TRiO), new and continuing adjunct faculty orientations.
- Workshops and ARC services were advertised through email / Portal announcements / WCC Facebook and Twitter announcements, WCC ARC Facebook announcements, personal visits to all campus support services (DSPS, MESA, EOP&S, Veteran's, TRIO, etc.), flyers sent to all support services and posted around campus, and announcements at faculty meetings.
- ARC co-sponsored two Poem in Your Pocket Poetry Reading events (April 2013 and April 2014) which were well-attended by students and staff.
- Three free lending libraries have been established around campus to encourage students to read for pleasure (and pick up an ARC bookmark).
- Targeted faculty emails: in Fall 2014, we sent out syllabi blurbs promoting the ARC to all faculty and encouraged them to include it in their course syllabi and on Canvas or Portal class pages; prior to the semester's start, we send out an email to each faculty in each

academic division listing the services the ARC offers for students in their discipline; regular emails go out reminding faculty of our faculty referral form and providing ARC information and updates.

Year of Review: 2014-2015

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): The ARC supports ALL students' success at Woodland Community College and it does so with no institutional funding, relying instead on limited BSI funding which will sunset in 2015. College-wide placement data indicate that approximately 43% of WCC students place below college-level in reading, significantly impeding their success in all of their college work. Data support that the ARC significantly improves college-wide student success and retention (see SLO Assessment Summary). The ARC does this in six ways: individual reading assistance, student success workshops, curriculum development, an online presence serving evening and CCOF students, data collection/self-assessment, and campus outreach. This support service could have a far wider impact on student success with expanded staffing and hours. Title 5 of California's Education Code states that "competence in reading" is one of the minimum requirements for an Associates Degree. The goal of WCC's Academic Reading Center is to help students develop this competence. By offering individual reading assistance, student success workshops, and supporting the Reading Program's reading courses, the ARC promotes the college-level literacy skills which are essential to students' educational success: reading comprehension, vocabulary acquisition, and critical thinking. Thus, the ARC supports college-wide student success and retention. Besides being a campus-wide cause for concern, our students' reading ability lies at the heart of WCC's mission to provide "life-long learning" that supports students' "civic responsibility."
Team Members: Cay Strode, Kevin Ferns, Noel Bruening, Kristina Rogers, Jolene Torres

Industry Trends and Program Data Analysis : In Fall 2013, approximately 43% of students who took the college placement test placed below college-level in reading. Of these, only .35% enrolled in a reading course. In short, many WCC students do not have the reading skills required to succeed in their college classes. The ARC's goal is to help students overcome this deficit by providing reading support across the disciplines. We particularly see this need in the English program. According to data from the 2014 WCC Student Equity Plan, of the 747 unduplicated students who started at the English-110 level, 119 progressed to, and passed English-1A between fall 2008 and fall 2013. This is equivalent to only 15.9% of the original population. English Program Reviews and SLO Assessments point to reading skill deficits as a significant reason for students failing the department-wide final exam. English Program SLO analysis finds that students who failed the final essay assessment "did not adequately develop and support a thesis statement on a work of literature due to misreading of the source text." Thus, reading skill deficits lie behind one of the significant barriers to student success and transfer.

SLO Assessment Summary: Ongoing SLO assessments indicate that both of the ARC's two learning outcomes are being successfully met.
Critical Thinking SLO: Students, whether through workshop attendance or visits to the ARC, will learn appropriate techniques to read and comprehend college-level reading assignments. Results:
1. WCC Office of Research and Student Success Data (June 2014): Students who used the ARC consistently (4 or more times during the semester) had a 10.6% higher success rate in all of their college classes than WCC students overall (Fall 2013). In Spring 2014, consistent ARC users averaged an 8.4% higher success rate in their college classes. Consistent ARC users also had a 2.6% higher retention rate than WCC students overall in Fall 2013 and a 3.6 higher retention rate in Spring 2014.
2. ARC Student Survey (based on surveys distributed in most English classes in April 2014 with 290 completed surveys received) found that 84% of students strongly agreed/agreed that "The ARC has helped me improve my reading and study skills" (an 11% increase from 2012). - 76% of students strongly agreed/agreed that "My grades have improved due to strategies I learned in the ARC" (a 25% increase from 2012) - 57% of students strongly agreed/agreed that "The ARC is open enough hours in order to meet my needs" (about the same as before) - 91% of students strongly agreed/agreed that "I have had an overall good experience with the ARC" (a 16% increase from 2012) Results of ARC (in-house) Surveys: Based on the approximately 25 surveys received, 100% of these students agreed/strongly agreed that "This tutoring session gave me useful strategies to apply in the future." 100% of these students also said that they would recommend ARC services to other students. All student comments on these forms were enthusiastically positive. (comments to be attached in January). Additionally, in Spring 2014, the Reading IA presented 16 across-the-curriculum student success workshops attended by 287 students. The topics were as follows: Test Preparation, Better Reading Strategies, Taking Good Lecture Notes, Reading Strategies for the English Final Exam, Science Textbook Strategies, Social Science Textbook Strategies, Math Textbook Reading Strategies, and Vocabulary Strategies. 100% of the students who completed evaluations reported that they would recommend this workshop to other students; 100% also agreed or strongly agreed that "This workshop gave me useful strategies to apply in the future." Evaluation comments were extremely positive (to be attached in January).
Communication SLO: Faculty, staff, and students will be aware of the full range of services provided by the ARC. Results:
1. A survey of WCC faculty/staff/administration (April 2014) found that 94% of surveyed faculty & staff were aware of ARC workshops and individual tutoring; 91% of surveyed faculty & staff have referred students to ARC services (a 19% increase from our last survey in 2012); Over 91% agreed or strongly agreed that "ARC services are important to WCC students' success" (an 8% increase from 2012); 34% of those surveyed saw academic improvement in their students who used the ARC.
2. A student survey distributed in most English classes in April 2014 (290 completed surveys were received) found that 89% of

surveyed students said that they are aware that the ARC offers reading & study assistance; 89% of students said that they are aware that the ARC offers workshops on reading & study assistance topics. Most effective publicity tools: 82% of surveyed students learned about the ARC through faculty. 41% of surveyed students learned about the ARC from flyers. 32% of surveyed students learned about the ARC from counselors and/or support services. Surveyed students' reasons for NOT using ARC services: "I don't feel I need the service" (32%) "ARC hours did not fit my schedule " (28%) "Did not know about the ARC" (23%)

3. Frequency of Use Data:

- 287 students attended workshops in S2014 semester (a 7% increase from F2013)

- 320 students visited the ARC for individual reading/study assistance in S2014 (about the same number as visited in the fall semester).

Future Goals and Program Direction: Future Plans for ARC Growth:

1. Expand staffing to include a FULL-time Instructional Associate in the ARC.

The ARC cannot grow without institutional commitment to meeting the needs of the 43% of WCC students who place below college-level in reading. We will continue to advocate for a full-time instructional associate position to enable us to meet student need, respond to survey data requesting morning and evening hours, and expand our collaborations with other campus support services. Of particular concern is the fact that evening students and CCOF students have no access to reading instructional support from the ARC. This position is supported by ARC student success/retention data (WCC Office of Planning & Research); epeated requests for more hours, more services, and more evening services; Program review recommendations from the English and Reading Departments; the 2013/14 WCC PRVT which scored "General Funding for Reading Assistance Instructional Associate" as a High Priority; WCC's 2014 HSI Title V grant application in which the ARC's expansion is integral to our Student Achievement Center plan; English Department SLO assessments which continue to identify reading comprehension deficits as one of the key barriers to student success in English courses. This is further supported by the WCC 2014 Student Equity Plan which found that only 15.9% of students progress through the English course sequence to successfully complete the transfer-level course.

2. Identify how the ARC can best be integrated with the Student Achievement Center concept which is a college-wide goal. Expansion of ARC services and hours should be part of these discussions. The current location for the ARC holds only 20 students, so, ultimately, the College will need to identify space to accommodate larger numbers of students.

3. Continue to expand our student success workshop offerings: Plans are underway in Fall 2014 to offer an Avoiding Plagiarism Workshop (collaborating with WAM staff) as well as a Reading E-Texts Workshop (collaborating with the WCC Librarian).

4. Continue to encourage greater faculty involvement in the ARC: 82% of surveyed students say that they learned about the ARC through faculty. To formalize this, we will continue to encourage faculty to use our faculty referral form (and explore ways to refer students electronically). We plan to explore video outreach as well. A survey respondent recommended that we create videos using YouTube or Vimeo that will introduce ARC services to faculty and students .

5. Continue to utilize the Reading Instructional Associate as an integral part of the Reading 100A and Reading 100B curriculum and explore new ways to use these vital classes in partnership with disciplines across all disciplines. We are also in discussions with TRiO to offer a grant-funded section of Read 100A in the spring for TRiO students.

6. Explore ways to increase the "culture of reading" on this campus as well as increased reading expectations in courses across the curriculum. Many instructors may teach "around the text" rather than expecting their students to read and understand challenging readings. Pursue professional development for faculty across the disciplines to assist them to integrate reading instruction in their discipline and familiarize all instructors with strategies that they can use to help students succeed in their reading assignments. In particular, Reading Apprenticeship offers a proven model for integrated reading instruction at the community college. We can learn a lot from Yuba College's recent RA initiatives.

7. Encourage students to see the ARC as more than remedial reading support.

32% of surveyed students said that they have not visited the ARC because "I "don't feel I need the service." In our presentations and outreach materials we need to continue to emphasize that the ARC offers services for all levels of readers.

8. Continue to expand our collaborations with campus programs and services, such as TRiO, MESA, EOP&S, DSPS, WAM, Counseling, and the Tutoring Center: 32% of surveyed students said that they learned about the ARC from counselors and/or support services. We want to continue to develop these partnerships. For instance, one faculty/staff survey respondent suggested we include ARC information at college dismissal workshops.

9. Continue to monitor ARC scheduling to respond to student need. This semester we are offering tutoring on one morning and one evening to try to respond to survey feedback (though limited staffing makes this difficult).

Are you ready to submit your final program review?: Yes

Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
WCC - Academic Reading Center (ARC) Program Recommendations - General Funding for Full Time Instructional Associate in the	**Plan of Action:** Build on the success of the BSI-funded		

Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
ARC - In alignment with college-wide goals to develop a Student Achievement Center, use general college funds for a permanent FT Language Arts Instructional Associate to offer reading instructional support to students across all disciplines. Initially, this position could be split between the WAM and the ARC. Meet the growing student need in the ARC by eventually making this a dedicated FT ARC position. **Year(s) Requested:** 2014-2015 **Request Date:** 09/04/2014 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** This position is supported by ARC student success/retention data (WCC Office of Planning & Research); repeated student requests for more hours, more services, and more evening & morning services (28% of students who completed ARC surveys in Spring 2014 said that "ARC hours did not fit my schedule "); Program review recommendations from the English and Reading Departments' as well as the WAM's Program Reviews; the 2013/14 WCC PRVT which scored "General Funding for Reading Assistance Instructional Associate" as a High Priority; WCC's 2014 HSI Title V grant application in which the ARC's expansion is incorporated into our Student Achievement Center plan; and English Department SLO assessments which continue to identify reading comprehension deficits as one of the key barriers to student success in English courses. This is further supported by the WCC 2014 Student Equity Plan which found that only 15.9% of students progress through the English course sequence to successfully complete the transfer-level course. Thus far, Fall 2014 data indicate that the ARC has seen an almost 80% increase in student traffic compared with last semester at this time. As the ARC's popularity increases, it is increasingly difficult for the Instructional Associate to work individually with students on top of her other job duties: coordinating the day-to-day needs of the ARC, workshop development and delivery, updating of the ARC's online blog and Facebook page, development of publicity materials, as well as consulting with faculty and staff to better	permanent PT (19.6 hours) Instructional Associate, funding for which ends in June 2015. This position remains in the college's BSI Action Plan. Pursue Student Equity funds and general funds as part of the college's Student Achievement Center planning. The draft 2014 Student Equity Plan identifies this position for split funding (50% general funds, 50% Equity funds) beginning in 2016. **Type:** Staffing - Other **Budgetary Impact:** Student Equity funds to cover 50% of the position. 50% of this position is an already approved permanent PT WAM instructional associate. **Location:** WCC Main Campus **Perkins Eligible:** No **DE Related:** No **HSI Related:** Yes **Related Documents:** ARC Progress Report Spring 2014		

Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
support students' needs. Moreover, making the IA position full-time will allow the ARC to expand services that the campus community finds very valuable: 91% of surveyed faculty & staff have referred students to ARC services (a 19% increase from our last survey in 2012); Over 91% agreed or strongly agreed that "ARC services are important to WCC students' success" (an 8% increase from 2012); 34% of those surveyed saw academic improvement in their students who used the ARC. This is borne out by WCC Office of Research and Student Success Data (June 2014): Students who used the ARC consistently (4 or more times during the semester) had a 10.6% higher success rate in all of their college classes than WCC students overall (Fall 2013). In Spring 2014, consistent ARC users averaged an 8.4% higher success rate in their college classes. Consistent ARC users also had a 2.6% higher retention rate than WCC students overall in Fall 2013 and a 3.6 higher retention rate in Spring 2014. Finally, students value the ARC as a support service that increases their success: Data from 290 student surveys (April 2014) found that 84% of students strongly agreed/agreed that "The ARC has helped me improve my reading and study skills" (an 11% increase from 2012). - 76% of students strongly agreed/agreed that "My grades have improved due to strategies I learned in the ARC" (a 25% increase from 2012) - 91% of students strongly agreed/agreed that "I have had an overall good experience with the ARC" (a 16% increase from 2012) **Evaluation Plan:** Continue to evaluate the ARC Instructional Associate's value to the campus through in-house & workshop evaluation instruments, annual campus surveys of students and faculty/staff, student success & retention data for ARC users.			
WCC - Academic Reading Center (ARC) Program Recommendations - ARC-Related Curriculum Development - Work with the English and ESL Departments to revamp Reading Program curriculum. Specifically, develop variable unit and 1 unit supplemental instruction courses, some of which will be linked with the Academic Reading Center, which will pair reading instruction with various	**Plan of Action:** The English Department has discussed the need for a 1-unit supplemental reading instruction course to support students at the 1A/51 level as well as in English 105 now that English 110R, previously our entry-level English course, has been eliminated. A course outline has been drafted with input from department members, and we will work with the English Department to		

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Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
discipline courses -- such as English 1A/51, Agriculture, and others. **Year(s) Requested:** 2014-2015 **Request Date:** 09/04/2014 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** In Fall 2013, approximately 43% of students who took the college placement test placed below college-level in reading. Of these, only .35% enrolled in a reading course. Data support that the ARC significantly improves college-wide student success and retention (see SLO Assessment Summary). The ARC's goal is to help students overcome this deficit by providing reading support across the disciplines. We particularly see this need in the English program. According to data from the 2014 WCC Student Equity Plan, of the 747 unduplicated students who started at the English-110 level, 119 progressed to, and passed English-1A between fall 2008 and fall 2013. This is equivalent to only 15.9% of the original population. English Program Reviews and SLO Assessments point to reading skill deficits as a significant reason for students failing the department-wide final exam. English Program SLO analysis finds that students who failed the final essay assessment "did not adequately develop and support a thesis statement on a work of literature due to misreading of the source text." Thus, reading skill deficits lie behind one of the significant barriers to student success and transfer. **Evaluation Plan:** The ARC in conjunction with the Reading Program will assess the effectiveness of new curriculum through ongoing program reviews and SLO assessments.	revise and submit it to the Curriculum Committee. I will once again reach out to faculty in other disciplines to get input on developing ARC-integratereading courses that support their disciplines. **Type:** Curriculum/SLO **Budgetary Impact:** No impact as the Reading Program has been allocated 3 units per semester. **Location:** Woodland Community College - All **Perkins Eligible:** No **DE Related:** No **HSI Related:** Yes		
WCC - Academic Reading Center (ARC) Program Recommendations - ARC Intern Staffing - Explore option of CSUS and UC Davis (etc.) student interns providing tutoring assistance in the Academic Reading Center to offer students greater access to supplemental learning. **Year(s) Requested:** 2014-2015 **Request Date:** 09/04/2014 **Recommendation Priority:**	**Plan of Action:** Contact CSUS Post-Secondary Reading Certificate program coordinator as well as relevant UC Davis program coordinators to see if there is interest. **Type:** Staffing - Other **Budgetary Impact:** None **Location:** WCC Main Campus **Perkins Eligible:**		

Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
1. Low Priority **Supporting Evidence (SLO, WSCH, etc.):** Student comments on in-house ARC evaluation forms as well as on our Spring 2014 student surveys indicated that they wanted more access to assistance in the ARC and complained of having to wait for the IA's help. **Evaluation Plan:** The ARC will continue to administer annual student surveys and offer students the opportunity to complete in-house evaluations of ARC services.	No **DE Related:** No **HSI Related:** Yes		
WCC - Academic Reading Center (ARC) Program Recommendations - Full Time Faculty Leader for ARC and Other Support Services - Develop a full time faculty leadership position with oversight over the ARC, WAM, and Tutoring Center. Facilitates greater coordination of key student support services and aligns with college-wide plans to develop a Student Achievement Center model. **Year(s) Requested:** 2014-2015 **Request Date:** 09/04/2014 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** WCC Student Equity Plan data; the college's BSI Action Plan; Reading Department Program Reviews. **Evaluation Plan:** The Student Success Committee with Administration and Academic Senate will monitor the college's progress towards meeting college-wide student equity and student success goals.	**Plan of Action:** Work with college administration and the Student Success Committee to develop a position that aligns with the college's Student Achievement Center plans **Type:** Staffing - Faculty **Budgetary Impact:** TBD **Location:** Woodland Community College - All **Perkins Eligible:** No **DE Related:** No **HSI Related:** Yes		
WCC - Academic Reading Center (ARC) Program Recommendations - Expansion of ARC Facility - Identify a larger space on campus for ARC to house its services, ideally in the same location as writing center services. **Year(s) Requested:** 2014-2015 **Request Date:** 09/04/2014 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Data indicate that student visits to the ARC are	**Plan of Action:** Work with administration, Student Success Committee, Academic Senate, WAM faculty, IT personnel, and faculty in the 800 building to identify a viable location. Get student input on our plans as part of this process. Propose that the ARC and the WAM be housed together or adjacent (e.g. in the current WAM location). **Type:** Facilities **Budgetary Impact:** TBD **Location:**		

Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
steadily increasing so there soon will be a need for greater space. Students and WAM support staff have all indicated frustration with having reading and writing support services separate from one another. Students are often working on writing assignments that require them to seek reading assistance (and vice versa) and thus must go to two locations instead of one. **Evaluation Plan:** In addition to ARC and WAM student survey instruments, the Student Success Committee with Administration and Academic Senate will monitor the college's progress towards meeting college-wide student equity and student success goals.	WCC Main Campus **Perkins Eligible:** No **DE Related:** No **HSI Related:** Yes		